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ABSTRACT

The future role of education is covered in a discussion concerning the shifting of the dominant social paradigm of the United States. It is noted that the paradigm is changing from one that requires social institutions to seek and develop human resources to maintain a position of competitive dominance, to an emerging view of world interdependence. An increasing demand for human services and information processing is predicted. The need for personnel who can communicate readily and effectively across national boundaries is seen as one which will produce a higher priority in education for language, data processing, and knowledge of and skills in human differences. It is also noted that the recognition of a new social paradigm, with a world view of interdependent nations and resources, will strongly affect the changes that need to be made in the education system. Among the changes discussed are the growth of a global information society and education beyond schooling through the human services professions. A structure is described for a college of interdependent human service professions which prepares personnel responsive to the interdependent world paradigm. (JD)

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THE GLOBAL IMPERATIVES FOR AN EDUCATION PARADIGM SHIFT

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THE GLOBAL IMPERATIVES FOR AN EDUCATION PARADIGM SHIFT

American education has once again regained a place on the national political agenda through the critical reports published in 1983. Teacher educators recognize that change in society or education needs to occur. They do not agree, however, that education should be held principally accountable for the risks facing the Nation.

Past U. S. Dominant Social Paradigm Places the Nation at Risk

The nation is at risk--in its economy, in its social institutions, and in its international policies. The national risk is even more fundamental, however. The risk is inextricably involved in the inadequate dominant social paradigm that has influenced the nation for many decades. For the past century this industrialized nation has sought to maintain preeminence through development of its own technical and natural resources. Until recently, there was little concern about the interdependence of world economies, military powers, international information systems, or natural resources. This social paradigm is changing.

The collections of beliefs, mores, habits and rules for survival which provide a frame of reference for members of society has been called the dominant social paradigm. A dominant social paradigm is the frame of reference, through which societies determine the meaning of experience (Pirages, 1978). Thomas Kuhn, Dennis Pirages, and Marilyn Ferguson are some contemporary writers who have written about this

concept of social mental images of reality which influence a society's social expectations.

The nation, and the education system, are currently caught between two conflicting social paradigms of the nation. The past dominant social paradigm has been characterized by Pirages as integrating the purposes of the nation on asserting the nation's industrial and military supremacy. This paradigm of national preeminence requires social institutions, such as education, to seek and develop human resource persons who have the exceptional knowledge and skills to maintain the nation in a position of competitive dominance. The competing and emerging view of the United States is focused on the nation in an interdependent world systems paradigm (Pirages, 1978).

Both the preeminence and interdependence paradigms have penetrating agendas for the social institutions and the subparadigms that influence them. There are strong implications for the education system. Should teacher educators help to develop the nation and the education system on goals of national preeminence, or should development be based in the social paradigm of world interdependence?

The dominant social paradigm in the nation affects many subparadigms. There are subparadigms for science, hospitals, and education. These perspectives strongly influence the expectations held by members of the professions and the members of society in general. The dominant social paradigm defines the nature of both the physical and social world, indicating problems to solve and acceptable solutions.

Subparadigms of international politics, social sciences, and religion have various influences on the subparadigm of education.

The continuing struggle of the national preeminence paradigm to be dominant has strongly and directly contributed to current criticisms of the schools. This paradigm calls for a return to goals of academic excellence in the production of scientists and technologists who can help the nation regain its position of world supremacy through industrialization. The impact of these goals on the schools' revision of curriculum and standards is much like that felt in the post-Sputnik years of competition with the Soviet Union. Advocates of this kind of change see direct linkages between the nation's economic and political preeminence and the productivity of the education system. For example, the need for early identification and rapid development of the most gifted students in math and science is critical to the production of individuals who may invent means for renewing national capabilities in technology and industry.

In contrast, the interdependent world view requires a broadening of the curriculum to include knowledge and skills for understanding the nature of interdependent social and physical worlds. The latter approach requires a major revision in the capability of the education system to educate adults and children to function as world citizens.

Both of these national paradigms have profound implications for the education system. The convergence of these competing national perspectives is clear in literature of political science and international affairs. The paradigm conflict is felt in politics, education, and all

other parts of the society. In educational change efforts it is essential to place education criticisms in the context of the debate of alternative national and international social paradigms.

Conflicting Policies for Interdependent International Issues

The United States has experienced a major change in its social and economic policies with the change in national partisan leadership. As continuing efforts to remedy national economic ills and international tensions have been implemented, it is not surprising that efforts at defining appropriate educational reforms would gain importance in national debate.

The relationship between U. S. domestic policies and international affairs has been shifted during the past four years. This shift could not help but influence the basic human development and human rights tenets on which the contemporary education system of child and youth schooling has been founded.

Kenneth A. Oye, a Princeton political scientist, has described the sharply divergent policies of the Nixon, Ford, and Carter administrations, as compared to those of the Reagan administration. Policies responsive to contemporary international environment changes have decided implications for considering the context in which current criticisms toward education have been raised.

Oye points out that the administrations of the 1970s adapted to the decline of American economic and military power by accepting the

limits and complexity of international economic interdependence. Their security policies of retrenchment and international management policies were part of an implicit strategy to adjust to what they saw as an end to American preeminence. The Reagan administration, on the other hand, has sought to defy constraints that were earlier accepted. Reagan has attempted to restore the United States to a position of primacy in international relations through interlocking programs of military and economic renewal (Oye, 1983).

The Reagan administration has viewed the 1970s strategy of adjustment to declining American power as contributing directly to the deterioration of the United States' international position, and this administration has maintained that a reassertion of American power to stop Third World revolutions is central to deterring adversaries and restoring the confidence of friends. The administration's objective has been to support action of private business in private markets by using United States leverage to reduce international and foreign restraints and reducing the role of the United States government in international economic affairs (Oye, 1983).

If the "problem" with America is that we have become too accepting of our interdependent role in international affairs, we may also be too accepting of mediocrity and human idiosyncracies in our educational systems. It is reasonable that current political critics of economic affairs would apply their arguments to educational matters. The Reagan administration has placed high priority on renewal of military power to

protect the preeminence of this Nation in the world. A concommitant pressure is being felt in education for the schools to "regain" their supremacy in producing scholars who will assure effective competition of the Nation in the development of technologies necessary for private industry's preeminence in the world economic market.

Scholarly debate continues about the causes of the erosion of American economic and military power, and the determination of the benefit or catastrophe of the Nation's accepting international diffusion of power, will likely extend through the next decade. It is clear that this debate will continue to be relevant to the nature of criticisms confronting the education system and teacher educators. To pursue national preeminence goals, should education place much higher priority on encouraging some students, or all students, to mastery of mathematics, science, and technology? Should we increase the pressure on K-12 students to learn more in less time? Should we raise standards for educational performance? Should we decrease emphasis on equal opportunity? Can we use technology to achieve excellence without exclusiveness? A myriad of professional questions are intertwined in the political philosophies embraced by the nation.

Regardless of the response made by educators, the expansion of communication and computer technologies and the national shift toward information processing and service are requiring adults and children to continue to learn. It is clear, however, that the opportunities for education for adults are not planned or systematized. Education and

training needs beyond the schooling institutions are part of a "non-system" of education which does not assure predictable social progress or access to opportunity.

Global Ecopolitics, Interdependence, and Power

To a greater or lesser extent, a number of scholars see this decade as one in which the territorial state is being eclipsed by non-territorial actors such as multinational corporations, transnational social movements, and international organizations. Henry Kissinger has continued to maintain that "the traditional agenda of international affairs--the balance among major powers, the security of nations--no longer defines our perils or our possibilities.... The world has become interdependent in economics, in communications, in human aspirations" (Kissinger, 1975).

While some social theorists look at a global society as "globaloney" when it comes to world politics and its continuity, few critics will refute the nature of military interdependence. It is clear that contemporary society is marked by both continuity and change. Theory in international policy and in education is necessary for developing practical plans for improvement in social practices. Interdependence in economics, satellite communications, food, military power, and energy influence world politics; but it is also clear that governmental actions also influence patterns of interdependence (Keohane, 1977).

Similarly, the theory from which education systems spring is related

to the theories devised to distill and blend positions of the political analysis of interdependence. What is lacking in contemporary educational criticism is a theory of learning in a global information society. The goals of education for the individual in this society must include attention to the need for assimilating and synthesizing an ever-increasing knowledge and values base and generic skills in using information technologies.

"Education in the world-view" provides a paradigm of education which is essential in designing a more effective education system for all citizens. In the world-view, the citizen expects to develop a habit of learning. As Mortimer Adler suggested, basic or compulsory schooling fails to meet the objective of serving as a stage of education in which people are encouraged to form habits of learning and how to use these habits through their lives (Adler, 1982).

Dennis Pirages, professor of political science at the University of Maryland, has written that the next fifty years are likely to be the most revolutionary in the history of relations among nations. The last three centuries of rapid economic growth and expansion in industrialized countries is expected to come to a close (Pirages, 1977). Population explosion, alone, will create a social revolution. In the year 8000 B.C., there were only about 5 million people on the earth. For the next ten thousand years, population increased slowly, with about 500 million by 1650 A.D. World population doubled about seven times during this entire ten-thousand-year period. Then, enormous population growth was triggered, doubling the population in two hundred years by 1850. The

population doubled again in just eighty years between 1850 and 1930. At present, four billion people live in the world, and the number will double again in less than forty years. By the year 2000, there will be more than six billion people in the world. This explosion of population, and the resulting consumption of natural resources, is unparalleled in human history (Ehrlich, 1977).

The Agricultural Revolution and the Industrial Revolution were each defined by major shifts in the existing social paradigm. The components of the dominant social paradigm in most hunting and gathering societies did not have much in common with the dominant paradigm that evolved along with the Agricultural Revolution. And the dominant social paradigm of industrial societies shares little with the dominant paradigm of agrarian ones. The pending Third Great Revolution in human history will, according to Pirages, "foster a predominant view of the world that is as different from the present dominant social paradigm as the industrial one was from its agrarian predecessor" (Pirages, 1978).

In work on scientific revolutions, Thomas Kuhn used the word "paradigm" to describe the model of reality that is internalized when people become socialized as members of scientific communities (Kuhn, 1962). Paradigms remain dominant within social systems because reward structures encourage conformity to established norms.

Current teacher educators are rewarded for perpetuating the existing school systems and personnel preparation programs. Professional organizations necessarily protect their future and their members' positions.

Yet, when the evidence for change becomes overwhelming, a paradigm shift can occur in a social institution. Throughout most of history, ethical codes or rules of survival have been embedded in organized religions, which helped to pass social paradigms from generation to generation. It is interesting to speculate about the relationship between contemporary critics of schools and their religious and political bases in the past national preeminence paradigm.

Dominant social paradigms are normally passed from generation to generation through socialization and education processes, but during times of upheaval, the "perceived" nature of physical and social worlds and the values guiding human behavior may be completely transformed in a very short time (Pirages, 1978).

With enormous increases in population there are aspects of the current social paradigm that experience stress. Willis Harman has labeled four of these stress dilemmas: 1) the growth dilemma--the need for continued growth but inability to live with the consequences; 2) the control dilemma--the need for more guidance over technological innovation but an aversion for centralized control; 3) the distribution dilemma--rich individuals and rich nations find it too costly to share wealth with the poor but realize that failure to do so can lead to disaster; and 4) the work roles dilemma--society cannot provide enough legitimate roles to keep up with the expectations being instilled in the young. These dilemmas, according to Harman, are all linked to a scarcity of finding resources as the limits of the planet are approached due to increasing population (Harman, 1977). Dwindling supplies of energy,

water, food, minerals, and waste disposal facilities are examples of the new scarcities.

There will likely be continuing debate over the meaning of new scarcities. Will new technologies provide energy and food alternatives? Or, will radical changes in life styles address the issues? What are the implications for educators? For what future should education systems be prepared? It is clear that complexities of interdependence in the global society will continue to confound the answers. The problems, conflicts, and discontinuities of renewing the existing education system to meet emerging needs suggest to many educators that a new education paradigm is needed.

If the service industries and information processing fields of the United States continue to develop as predicted by many scholars, it is clear that markets for these services will have to be found outside the Nation. The developing nations which are industrializing will be likely markets for U. S. service and knowledge. The need for personnel who can communicate readily and effectively across national boundaries will increase. The need for education, language, data-processing, and human differences knowledge and skills will be higher priority than in the current paradigm of education.

The threat of thermo-nuclear disaster is a strong aspect of the current paradigm of international relations. As the population of the world increases rapidly, the complexity of American assessment of interdependence also increases. Keohane wrote that while the growth of economic

and ecological interdependence does not provide clear, deterministic guidelines for foreign policy, difficult choices still must be made. "The choices will be about how to organize so that both the 'domestic' and 'foreign' aspects of interdependence issues receive their share of attention. For the United States, a central issue will be how to exercise international leadership without the capability of hegemony" (Keohane, 1977).

Even assuming the most modest scenario of international interdependence in the future, it is clear that the current revision of the American education system dare not omit attention to increased requirements that American citizens--and surely their educators in school and nonschool settings--have a much broader understanding of international affairs and cultures. The "cotton candy" approaches to international studies of the past, with their priorities on appreciation of foreign foods, dress, and languages, will have to be replaced with more sturdy fare to prepare students for international citizenry in which U. S. services are marketed.

National Policies and Questions for Education

National interests in both American supremacy and world interdependence lead to very difficult questions. Can the nation strive for excellence without exclusiveness? Must sensitivity to human and cultural differences lead to mediocrity? Do goals of cooperation necessarily preempt the drive toward competitive superiority? Questions such as these are important in plans to change teacher education programs.

The increasing impact of international economic and military interdependence, and the growing knowledge of national and world scarcities of resources strongly suggest that in this decade a major shift in the dominant social paradigm is occurring. As this shift continues to be substantiated, it is clear that minor changes in educational practices in schooling should not be made without attention to probable needs in the education system or the education social subparadigm itself.

It is clear that the institutions of education, religion, and the family are related to the transmission of knowledge and values which affect the human resource pool. Yet, the immediate relationship between education and the economy is not direct. The education system is not singly responsible, as a social institution, for the current national risk. International economic and political risks are related to many factors, many related to changing profiles in populations, resources, and attitudes in the nation and the world.

This decade has potential for the recognition of a new social paradigm with a world view of interdependent nations and resources which will strongly affect the changes that need to be made in the education system. It is clear that current education practices must be analyzed and changed to meet the needs of children and adults in the information society. It is equally clear, in our judgment, that the causes of the current "nation at risk" are also related to inadequacies in the dominant social paradigm itself.

Minor adjustments in the current K-12 public schooling systems can-

not address the real educational problems of an expanding society. The disparities in educational, social, and political opportunities among the populations of the United States, let alone, the citizens of the world, are not strongly within the scope of the existing educational system in the nation. The dominant social paradigm has not permitted this scope. Teacher education has been narrowly confined to the production of educators for the K-12 schooling system. The past paradigm has limited the "schooling paradigm" to the service of children and youth, and the growing education needs of adults have not been met adequately. Yet, it is obvious to teacher educators that education needs in a changing society far exceed the limits of this schooling paradigm.

A major change in the education system and in teacher education will be necessary in this decade to respond to the continuing criticisms of education in the world society with its interdependent economies, power bases, and communications systems. Yet, the education system will likely not be changed significantly until the dominant social paradigm in the nation, and the subparadigm for education, are transformed.

The explosion of knowledge about the social and physical world has been increased, to a large extent, by information technologies. It is probable that this decade will bring a major shift in the current Industrial Revolution paradigm which has served the society for decades. Analysis of the risk in which the nation now finds itself needs to focus on a consideration of the interdependent nature of the social institutions. Consideration is needed for how the social institutions are mutually influenced by the dominant social paradigm.

The majority of current reports calling for educational reform have concentrated on the symptomatic problems of the current educational system. Little analysis has been directed toward the educational system or the educational paradigm from which the education system has been developed. Teacher educators in 1984 have the opportunity to turn this period of criticism toward both the causes and symptoms of the problem.

Paradigms in the professions and academic fields have endured because when they were established, they had enough intellectual power to attract some adherents from competing models of reality. The new paradigms raised interesting scientific problems to be solved by professionals working within the paradigm. Dominant social paradigms and subparadigms change very slowly in response to human experience. Yet, during periods of major social upheaval or technological change--such as in the major paradigm shifts of the Agricultural Revolution and the Industrial Revolution--mounting social problems and discontinuities across social classes can have a strong influence on changing or shifting paradigms.

During periods of paradigm shift, the "perceived" nature of physical and social worlds, the problems seen to be in need of solution, and the values guiding behavior may be transformed quickly. It is our perspective that the mounting inability of the current education system, economy, and contempory doctrine of national preeminence in world affairs may be inextricably involved in a dominant social paradigm that has become obsolete.

If this is in fact a period of paradigm shift, then the education system must make new choices, not only for its professional practices, but for the structure of the education system and the world society. Teacher educators will need to make decisions about the world for which current and future educators are prepared. The two major social paradigms continue today to vie for dominance. Is the society of the future to be an interdependent one with a world-view, or is it to be a society of nations vying for preeminence? What economic and social goals should the nation have, and what are the choices which result for the institution of education?

At the University of Minnesota, Duluth, the faculty in education and human service professions have now completed a two-year design of an education college which recognizes the potential for a shift in the dominant social paradigm and the education paradigm. Later in this presentation, a structure is described for a college of interdependent human service professions which prepare personnel responsive to the interdependent world paradigm.

The Contexts of Global Imperatives for Educational Change

If current educational and political factors are considered from a macro-view, what are the "global" implications for teacher education? What warnings or "imperatives" may be found? In what context are there "global imperatives" for education?

a. "Global" in Context of Permeating, Universal, and Comprehensive Human Education Needs through Individuals' Life Spans

One perspective on the context of "global" relates to the permeating, universal, or comprehensive nature of the educational needs of human beings. It is a "global imperative" that the education system meet the education needs of people. It is clear that one requirement of social living today is to continue to learn. To adapt to social change, it is imperative for individuals to adjust to technological advancements which affect daily life. If we are to continue to cope with interdependent world cultures, a global imperative of human learning is the need to continue to understand and assimilate divergent values. The education system needs to provide a system of life-long learning. Educators must have the knowledge, skill, and experience to teach people of all ages.

b. "Global" in Context of Interdependent and International Issues of Economics, Warfare, Technologies, Communication, Politics, and Education

"Global" may be considered in the context of interdependent international economics, power and warfare, communications networks, socio-political systems, and resources availability. What degree of interdependence does the United States, as a post-industrial and service society, have with other nations of the world?

Most scholars of social change indicate that the Nation will not return to its previous industrial goods productivity state unless there is major economic and political collapse. For the Nation to continue to produce services, such as information processing and education, places the Nation into an international configuration of diffused relationships

and power. Even with modest movements toward diffusion of power and increases in international interdependence, the American educational system will be required to respond to this global imperative by educating citizens for more effective international citizenry. Knowledge and acceptance of much wider variables of human differences is required for membership in the international or global society.

c. Global Imperatives in Context of Unavoidable and Organismic Human and Cultural Factors Requiring Educator Responses

The essential nature of learning needs of human beings in today's world needs to be addressed by the formal and informal systems of education. If the forms that current education systems have taken cannot satisfy the education needs of the society, then the system of education itself, and its personnel preparation programs, need to be transformed. The nature of the needs of the learner in today's "learning society," must be considered in educational change efforts.

The Global Information Society

Telecommunications, laser technologies, and other technologies provide information today in an ever-increasing frequency. The capability for citizens to know instantaneously about international conflicts, such as in Lebanon or Granada, affects the limits of the society in which citizens identify. A society of the world may be a potential product of the contemporary communication system which may become available broadly enough to have simultaneous mutual influence on societies now separated. Currently, those citizens of the world who have access to telecom-

munications are aware of the international information necessary for conceptualizing a world or global society. The availability of education processes which teach citizens to absorb and synthesize world complexities is essential for a global society to emerge.

American Awareness of World Interdependence--Megatrends

Of those analysts recording the increasing complexities of the global information society, John Naisbitt and Shirley D. McCune have focused on the implications of these directions on the lives of citizens. In Naisbitt's book, Megatrends: Ten New Directions Transforming Our Lives, a perspective is provided for consideration of the implications for education of the larger societal context. Following are six American consistent cultural changes which Naisbitt has described, and which have implications for education:

1. Our society is moving from an industrial to an information society.
2. Our society is moving from a centralized to a decentralized society.
3. Our society is moving from a national economy to a global economy.
4. Our society is moving simultaneously toward high technology and toward a striving for activities which have elements of high human response ("high touch").
5. Our society is moving from an either/or to a society of multiple options.
6. Our society is moving from a pattern of institutional help to self help.

(Naisbitt, 1982)

McCune extrapolated the following likely consequences of these changes for the restructuring of education:

°Education will expand outside formal institutions into the mainstream of the community;

°Education will become customer oriented and more individualized;
°Self-learning or student-centered learning will become the leading form of education;
°The goals of learning will extend from teaching facts and theories to knowledge application and knowledge creation;
°Education will become a major lifetime activity.

(McCune, 1983)

A Post-Industrial Service and Information Society in the U. S.

Much has been written in the past five years about changes in goods production and services in the United States. Since 1940 the Nation has moved increasingly toward becoming a SERVICES SOCIETY. The U. S. Bureau of Statistics reported that in 1980, 68 percent of the working population was involved in the provision of services, compared to only 30 percent in 1940. In 1980 only 30 percent of the Nation's work force was in goods production. Industrialization has given away in the United States to the service industries which process information and provide information and education. Yet, the school systems in the Nation have yet to respond as if they understood the change. While there is much current growth in computer information management, the public schools have yet to gain the community support for major revision of curriculum in technology and content necessary for producing citizens who are effective in delivering information processing services or other HUMAN SERVICE PROFESSIONS.

Education beyond Schooling through the Human Services Professions

The concept of human services continues to have various meanings among educators, social workers, allied health and mental health person-

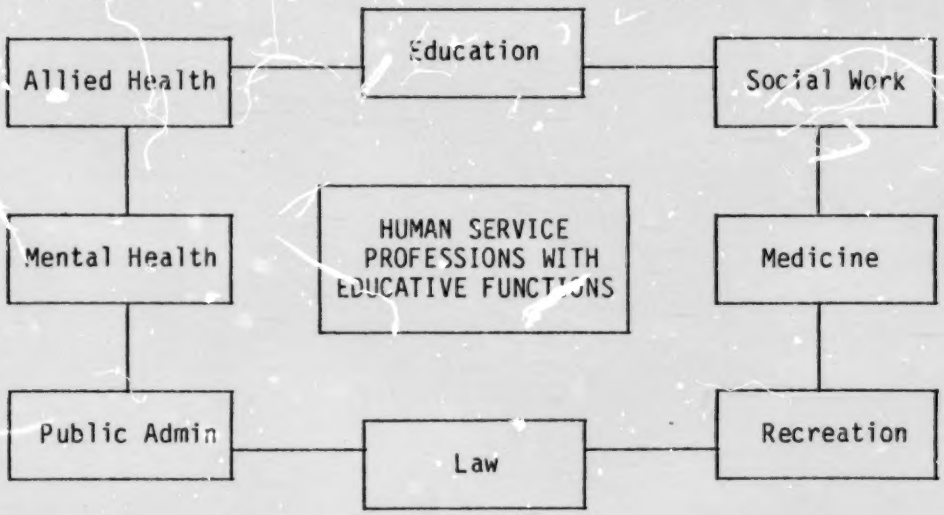
nel, and the myriad of other professionals involved directly in the provision of services in society. The semantic struggle for new vocabulary that can adequately identify the professions which provide skills, processes, education, and resources to citizens may be in itself an indication of the pressure that the professions feel from the forces of social change.

The United Way of America Services Identification System has identified the overlapping human services, with their various educative functions. The publication UWASIS II: A Taxonomy of Social Goals and Human Services Programs provides a human services classification system which is founded on the concept that "all organized human endeavors characterized as human service programs can be traced to one ultimate purpose or goal overriding all others, and that is, to enable individuals to live a well-adjusted and satisfying experience and to enable them to realize their full potential" (UWASIS II, 1976).

The following diagram illustrates some of the human service fields which have educative functions. Professionals in careers in these human service fields rely strongly on their capabilities to teach others as a basic skill in their professional service.

Human service goals such as provision of economic security, health, and knowledge, skills, and values are integral to professions such as education, health, mental health, social work, industrial training, organizational development, criminology, law, medicine, and rehabilitation counseling. Since these human service providers and educators in

fact provide education for the society, it seems reasonable that there should be a systematic coordination of their services in order to assure maximum access and development of individuals in the society.



Since education is such a vital base for the provision of human services, it is important for teacher education to assume responsibility for adequate preparation of these professionals in principles of education. Human services professionals need a common base of understanding of human development, principles of teaching and learning, design and organization of instruction and learning environments, counseling and instructional behaviors, knowledge of individual and cultural differences, and principles of human rights and social justice. This content is found in the schools, colleges, and departments of education.

The existing American schooling system was conceptualized or pat-

terned to teach children and youth, not a myriad of age groups. Also, the current education paradigm was not developed to prepare students broadly for international citizenry in a society in which technology delivers information and knowledge at exponentially-increasing rates.

To produce a human service education system will require a paradigm shift. New definitions of education will have to be substituted in the value systems of the public. Teacher education institutions must recognize and accept their larger responsibilities to prepare educators who can be responsive to learning needs in nonschool settings. For teacher educators to assume responsibility for preparing educators for service in diverse formal and informal settings will require a paradigm shift for education in the United States.

National Criticisms of Education Consider Symptoms

A review of national reports on educational reform immerses the teacher educator primarily in criticisms of symptoms of the education system. It is encouraging to see society place education higher on its priorities, but criticisms must be taken in both a macro and micro-view. The following reports or publications have raised the nation's attention to the improvement of education:

A Nation at Risk: The Imperative for Educational Reform

Action for Excellence

Making the Grade

School and College--Partnerships in Education

High School: A Report on Secondary Education in America

Academic Preparation for College: What Students Need to Know and Be Able to Do

The Paideia Proposal

A Place Called School: Prospects for the Future

(Citations in References, pp. 35-36)

With the exception of The Paidea Proposal (Adler) and A Place Called School: Prospects for the Future (Goodlad), these national reports criticize educational practices. Most of the reports call for the education system to be modified and updated. With the Adler and Goodlad exceptions, however, there is some recognition that the criticisms of schooling may require a change in the system of education. Both Mortimer Adler and John Goodlad emphasize that traditional schooling reaches a terminal point, but learning does not. Adler's recommendations for change are not consonant with those of this paper, however.

It seems that the majority of contemporary critics of schooling believe that an increase in standards in the K-12 system will solve our national education problem. Some critics expect that more attention were given to math, science, or technology will solve the nation's ills. Other critics seek solutions in increasing standards for training teachers, or adding some preferred body of content to existing education programs. Many approaches have been offered to raise the intellectual productivity of American students. Then, the increase in productivity is expected to improve the national economy and industrial productivity. Yet, increases in world population clearly indicates that the United

States will have a very difficult task, if not an impossible one, in industrial market competition with nations which have burgeoning and inexpensive labor forces. The nation has the capabilities, however, to market to other nations the products of its service industries.

Most of the criticisms of education lack a macro-perspective on the extent to which the existing schooling system, however finely-tuned, can meet the continuing needs of our citizens for education in the society that is evolving. Changes in mass communication, computing, socio-political affairs, economics, and availability of resources require the educational system as a whole, as well as its components, to be transformed.

Implications of National and Global Factors for Teacher Education

In order to accomplish these goals, the content of teacher education programs will have to include the following knowledge base:

- °A sophisticated understanding of the processes and determinants of human development from a multidisciplinary perspective.
- °An overview of human diversity, not only in terms of individual differences, but also in regard to cultural and subcultural differences, and their implications for learning.
- °A thorough understanding of the psychology of teaching and learning as it occurs in formal and informal settings.
- °An understanding of the scientific method and a working knowledge of the tools and techniques of data gathering and analysis, including computer applications.

°A clear understanding of the basic principles of professional ethics and human behavior as they apply to education and other human services (Bright and Das, 1983).

In addition to the knowledge base described above, the educator and other human service professionals of tomorrow will need to develop human relations, problem-solving and diagnostic skills, organizational consultation skills, foreign language capabilities, and leadership skills. The most important skills, of course, will be the skills involved in human relations. In an increasingly impersonal environment, the ability to relate to wide variety of human beings as human beings will assume greater importance. The future educator/human service professional will need important diagnostic skills in order to determine the educational needs of learners and guide them toward the most appropriate learning materials. Counseling skills to help people resolve their problems in such a way that it enhances their own ability to solve problems in future will be essential.

The ability to function as a liaison or link between people and community resources is critical so that these resources are optimally used and augmented. Skill in communicating with the power structure in the organization face-to-face as well as in writing will be necessary to ensure adequate level of funding for the services, and for making any improvements in the system for the delivery of services or programs. Research and evaluation skills will be needed to gather information about program effectiveness, and for compiling this information for the

funding agencies.

One of the most important skills the future educator/human service professional will need is facility in using new information processing and communications technology. It will be safe to assume that the use of new technology will greatly increase in every phase of education and human service from planning for programs to the actual delivery of services to clients. The educator of tomorrow will be found within numerous human services professions. These human service educators will be performing a wide variety of information dissemination and education roles.

The future educator/human service professional will need to develop some general attitudes and values to guide his/her day to day work. The most important one will be respect for human dignity. In an environment that can become increasingly impersonal and bureaucratized, individuals are likely to feel that they are at the mercy of forces beyond their control.

Another important attitude will be a general stance toward change, expecting things to change, anticipating change and being prepared to live with change, uncertainty and ambiguity. A global perspective on human problems, and their possible solutions, will be helpful in a world that is becoming increasingly more interdependent. An abiding faith in human intelligence to solve problems by rational and scientific methods will be needed. A strong faith in democratic values and principles of justice, equity, and fair play in the allocation of resources will also be critical (Nash and Ducharme, 1976).

In light of the goals and objectives of a future oriented, reconstructed program for the education of teachers and other human services professionals, the following section specifies the major elements of a core curriculum. It is not a model for the total system of training. It is assumed that a great deal of specialized training will take place beyond the core curriculum, in courses dealing with the specific problems of particular settings. Additional specialized training will most likely occur in internship experiences, in specific settings. It is also assumed that the professional sequence of studies will be preceded by a sound program of liberal education.

The Work of the AACTE Task Force on Human Services and Teacher Education

In several American universities, faculties in professional preparation programs are already engaged in designing and developing a transformed education system. Teacher educators are planning variously with faculties in health care, social work, mental health, business administration, and other human service fields to prepare "educators" who have the knowledge and skill to serve in traditional school and non-school settings. The 1984 AACTE Task Force on Human Services and Teacher Education, of which Vern Simula and Larry Bright have been members, has completed a national statement which indicates that some American teacher educators are taking a macro-view of education. Some of the elements of this AACTE Task Force are summarized in the following paragraphs.

Recent reports from AACTE reveal that the vast majority of institutions which prepare teachers are in the process of revising and strengthening their programs of teacher education. Some institutions, including those represented on this Human Services and Teacher Education Task Force, are using new perspectives for the development and revision of higher quality programs for the preparation of educational personnel for both the K-12 population and the very large audiences beyond this age group.

Through a network of cooperation this AACTE Task Force supports human services professionals in their efforts to

a. conceptualize their specialized educative functions in relation to the individual's life-span education needs

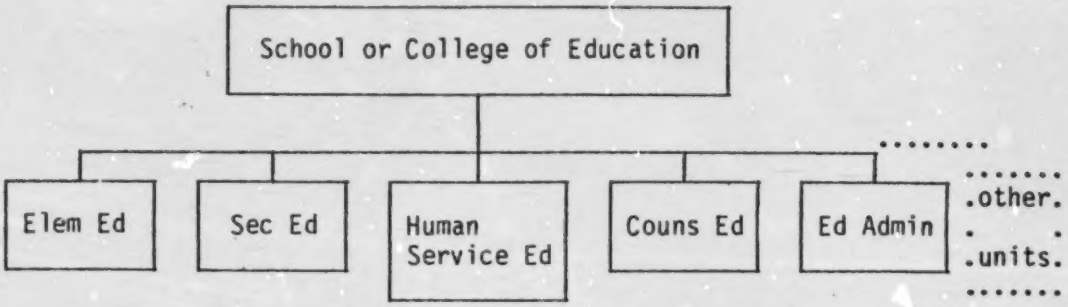
b. understand the interdependent human services delivery system to make appropriate referrals

c. extend education and service to a segment of currently unserved persons whose information and education needs are increasing

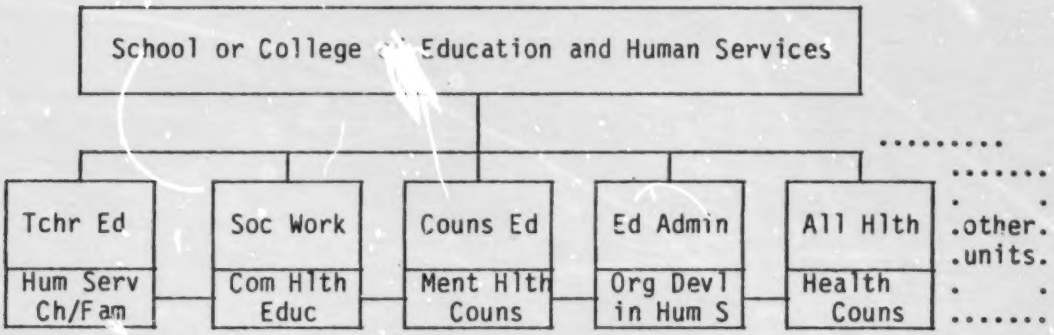
d. provide differentiated education services to the current school populations not in the mainstream (the gifted and talented, learning disabled, handicapped, and disadvantaged).

The Task Force institutions vary somewhat in philosophy of program development, and they are at various stages in the change process to restructure their educator preparation programs toward a new paradigm for the education system, a paradigm including service in diverse settings. Following are three types of models that have been used at least in part to restructure the teacher education programs in response to the need to prepare human service educators and human service providers with education skills (department names are arbitrary examples):

Type I--A New Human Service Education Department in Teacher Education Unit

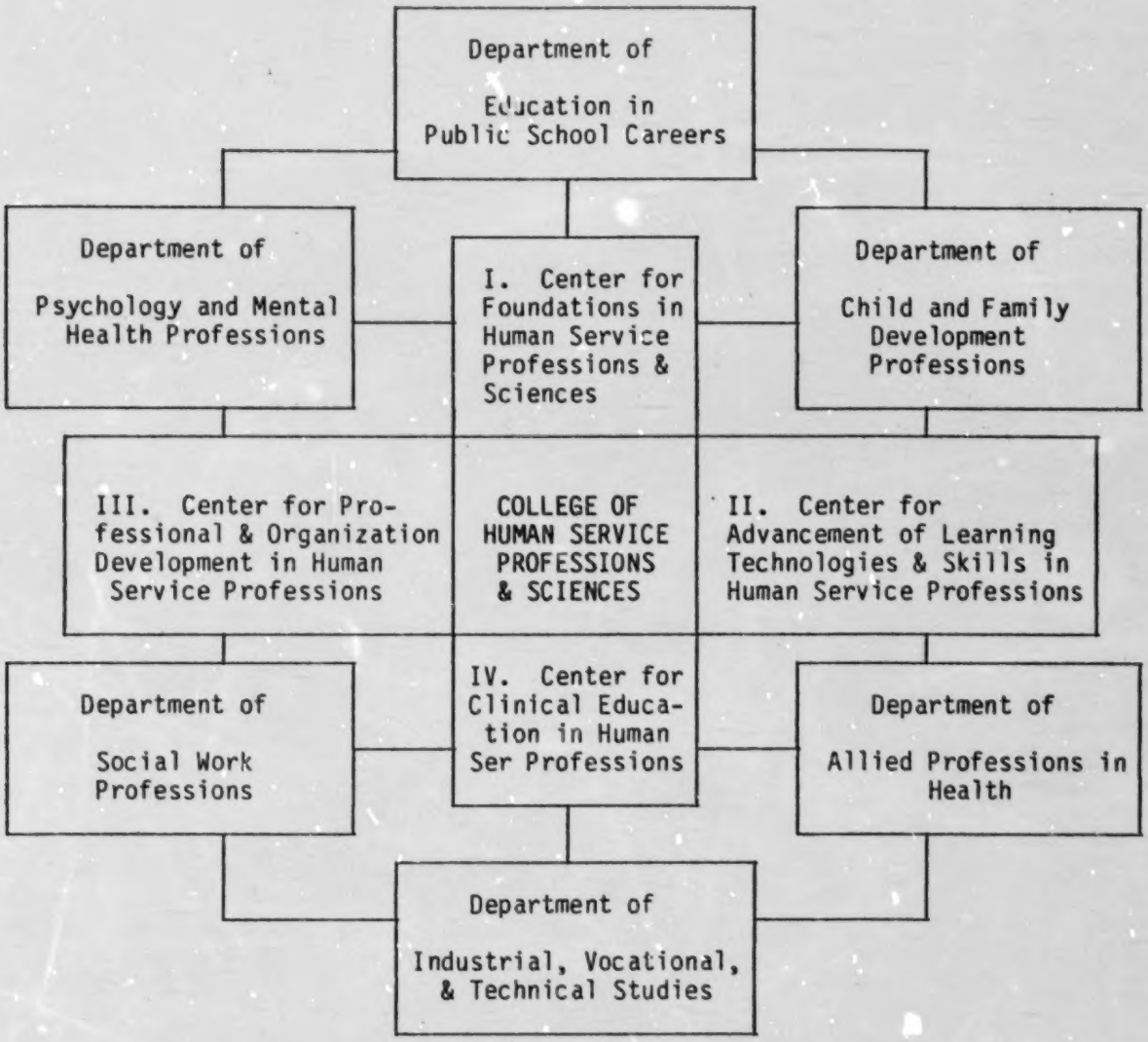


Type II--Departments Add Programs with Human Service Options and College Includes "Human Services" in Unit Name



It is clear that in both of these models, the focus on education beyond traditional schooling is an addition to traditional teacher education programs and departments. It is questionable that a serious paradigm shift in education may be achieved through this restructuring.

- Type III--New College Title and Structure to Develop New Human Service Based Programs through Interdependent Departments


Department of Education in Public School Careers
Department of Psychology and Mental Health Professions
I. Center for Foundations in Human Service Professions & Sciences
Department of Child and Family Development Professions
III. Center for Professional & Organization Development in Human Service Professions
COLLEGE OF HUMAN SERVICE PROFESSIONS & SCIENCES
II. Center for Advancement of Learning Technologies & Skills in Human Service Professions
Department of Social Work Professions
IV. Center for Clinical Education in Human Ser Professions
Department of Allied Professions in Health
Department of Industrial, Vocational, & Technical Studies

.....

Type III is an interdependent professions matrix with departments and centers. It recognizes the body of shared knowledge, skills, attitudes, research, and client service markets that the cooperating human service

professions share. The personnel preparation curriculum for all graduates is developed by inter-professions, center faculty.

Human Service Professions at the University of Minnesota, Duluth

The third model just presented has begun to be implemented at the University of Minnesota, Duluth. Over the past two years the College and faculty have established a deliberate organization development process for bringing human service professions into interdependent curriculum development and collegiate structural change. Survey instruments on forces and factors for change have been used to involve faculty, students, staff, alumni, and members of the College client systems.

The model for a College of Human Service Professions and Sciences recognizes the mutual need of these professions to increase their common body of knowledge of international and societal factors affecting human development (Center I). The Center for the Advancement of Learning Technologies and Skills (Center II) focuses on building professional competence in the applications of computer and social science tools in the human service professions. The Center for Professional and Organization Development (Center III) is to establish graduate continuing education programs which include international content and experiences. The Center for Clinical Education (Center IV) focuses on an increased application of the scientific method by personnel benefitting from clinical supervision.

While all collegiate departments planning this structure were committed to it, it is interesting to note that the Psychology Department which serves liberal education needs was unanimous in its support of this model. The model is expected to strengthen both the liberal education and professional education components of the College's professional programs of study.

This college faculty at Duluth includes 100 members. There is strong faculty recognition that this organizational model for structuring professional personnel programs will result in a minimum of a five-year initial degree program. The need for considering extended programs for teacher education has recently been the subject of an AACTE Task Force Report (Monahan, 1983). It is clear to the faculty that there is much to learn about designing new programs responsive to the complex forces of the global information society. The faculty is aware of the risks of being among a small number of institutions that have made commitments to make a major change in their human service educator personnel preparation programs. Many other regional teacher education programs are yet seeking refinements and minor modifications in their past programs of study. At the University of Minnesota, Duluth, we are confident our new programs will have the increased content and learning opportunities to command the student market.

Conclusion: The Excitement of Educational Leadership in the 80s

Nash and Ducharme made the following observations on changes in

teacher education programs:

> Despite recent gloomy predictions that teacher education will grow increasingly conservative, reactive, isolationist, and mediocre in the next five years, some colleges of education are in the initial stages of restructuring the goals, practices, and curricula of their programs to prepare a new kind of professional--the educational specialist who can function effectively in a variety of non-public school settings (Nash and Ducharme, 1978, p. 36).

Nash and Ducharme indicated that institutions which were making these changes at the time of their writing included the University of Delaware, Duke University, Northwestern University, Pace College, and the University of Vermont (Nash and Ducharme, 1978, 1976). Demetrulias and Deutsch indicated in 1982 that Maryville College, Washington University, Miami University of Ohio, National College of Education, Bradley University, Northeastern Illinois University, the City University of New York, and Oakland University had various models of educator preparation for nonschool audiences (Demetrulias and Deutsch, 1982).

The challenge of the responsibility to provide educational leadership for a new paradigm for education will make teacher education and human service education high priority in the 80s and 90s. This is a period of opportunity for teacher educators to provide much more social leadership than ever before.

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